AB 75 Principal Training Program

I. Overview of AB 75

II. Criteria for Local Education Agency (LEA) Proposal

III. General Requirements for all Providers

IV. Requirements Specific to AB 75 Content Areas/Program Goals

Background and Acknowledgements

AB 75 (Steinberg) Chaptered October 2001 (Chapter 697) establishes the Principal Training Program to provide incentive funding for Local Education Agencies (LEAs) to train school-site administrators. It requires the State Board of Education (SBE) to develop criteria for the approval of training providers, in consultation with the Commission on Teacher Credentialing (CTC) and other experts. The SBE convened an advisory group of principals, district administrators, and other experts, including a representative of the CTC, to provide input in their areas of expertise and review criteria for the approval of training providers. Advisory Group meetings also provided time for comments from the public.

The State Board of Education wishes to acknowledge the contributions and deliberations of the AB 75 Principal Training Program Advisory Group and would also like to thank the State Board of Education and California Department of Education staff members for their work on the development and implementation of these guidelines. In addition, thank you to Suzanne Tacheny, State Board Liaison to the Advisory Group, and Teresa Garcia, Assistant Secretary of Education, for their valuable input.

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Section I

Overview of AB 75

Section I
Overview of AB 75

Background & Perspective

California has been engaged in a serious public school reform effort since the mid-1990s. The foundation for this reform rests on a belief in and commitment to increased academic expectations for every student. The public expects our schools to prepare its future citizens to meet world-class standards for excellence, productivity, and responsible citizenship.

The Governor, the Legislature, the State Board of Education, the State Superintendent of Public Instuction, and the Department of Education have been consistent and clear on the directed focus for K-12 school improvement in California. Policy makers and educational leaders, at all levels, have helped to develop and implement a systematic approach and related state level initiatives,that provide the leadership, curriculum focus, instructional materials, training, and resources necessary to make this vision a reality. These initiatives are grounded in the State Board-adopted grade level content standards and curriculum frameworks. Priority has been given to low performing schools and to improving the quality of instructional programs for every student in the public school system.

A major part of the state's reform effort revolves around the principles and practices of accountability. At the state level, the STAR testing program and the High School Exit Exam are in place to measure student achievement. Local school administrators are also being asked to monitor student results and establish specific student, class, and school level improvement goals. Teachers, too, are engaged in peer reviews and coaching/mentoring programs to improve instruction.

This background and perspective provided the basis for the development of these criteria and guidelines for the implementation of new legislative initiatives and the distribution of state resources within these new programs. The focus of all initiatives and resources is ultimately judged by their ability to improve student academic achievement.

Description of School Site Leadership

The school site principals serve multiple and interconnected roles. First, and foremost, is the role of instructional leader for the school site. The principal is responsible for establishing the vision for student achievement; fostering commitment across, and providing guidance and support to, teachers and staff; and ensuring the full implementation of effective instructional programs with supporting technology. Ultimately, the principal is accountable for the collection and tracking of, and use of, student achievement data and results by all teachers and staff, providing feedback to teachers and staff on instructional delivery, and making continuous improvement in instruction, as necessary, until all students meet or exceed grade level content standards.

Secondarily, principals have management responsibilities for maximizing the financial, technological, and human resources of the school site, resolving the day-to-day challenges, and instilling an overall vision and focus. It is within this administrative leadership capacity that the principal ensures: a school site with qualified and competent teachers and staff; a clear plan with accountability for the use of financial, technological, and human resources; clear roles and

responsibilities for teachers and staff; ongoing training to enhance teacher learning and professional development; and a collaborative and productive environment where teachers, staff, aides, parents, volunteers, and students remain focused on, and committed to, a common vision and strategy for continuous learning and student achievement.

New Technology Resources

New technologies are important for site administration. These tools can:

- Enhance the organization and analysis of students and staff data for planning and improvement efforts.
- Deliver professional development and student instruction.
- Help provide access to instructional resources for school staff and students.
- Modernize the management function of schools.

The Bill and Melinda Gates Foundation (Gates Foundation) has provided incentive matching funds for AB 75 professional development efforts.

Relationship to AB 466

The heart of the most recent additions to California's school reform effort is AB 466. This teacher training program provides the basis and fundamental premise for improving student achievement. Our state believes that well prepared teachers provide quality, standards-based instruction for every student, at every grade level, on every day of school. AB 466 also requires every student to have State Board-, or local board-, approved instructional materials.

AB 75 provides the leadership, infrastructure, and support for AB 466. By training principals and vice principals as instructional leaders, we provide them with the skills and knowledge to guide teachers and instructional aides or paraprofessionals in their focused and concentrated efforts to improve student achievement.

Implementation of AB 75

AB 75 provides funding for professional development focused on building principals' leadership skills and capacity to serve effectively in their critical and complex roles. The goal is to develop principals who come from a variety of contexts and challenging environments, who are able to establish sound and clear instructional goals, who collaboratively develop data-driven instructional strategies, and who lead a school through powerful instructional change. With these goals in mind, AB 75 training providers are expected to maintain a clear focus, throughout all training modules, on improving student achievement through increased accountability, standards-based instruction, curriculum frameworks, instructional materials, and use of pupil assessment instruments.

In addition to a clear focus on student achievement, the AB 75 training providers will be expected to design programs to fit the needs of individual LEAs, schools, and principals. Through collaboration with the LEAs, training providers are expected to individualize and differentiate the training program options to address various levels of principal experiences, current competencies, and prior training. Providers will also work in collaboration with LEAs and their possible partners (institutions of higher education and other educational entities) to plan and provide high quality, intensive, follow-up trainings. Exhibit 2 provides an overview of State Level Responsibilities for the

major functions of AB 75; Exhibit 3 provides an overview of LEA Responsibilities for the major functions of AB 75.

Target Schools & Population

First priority, for the use of AB 75 and related funding, should be given to key administrative staff in "low-performing schools" and "hard-to-staff" schools" in order to address the professional development needs of these schools. Exhibit 4 provides terms and definitions for AB 75. In addition, AB 75 supports LEAs in their teacher and classroom professional development efforts funded under AB 466.

Key administrative staff includes principals and vice principals. For each administrator trained, LEAs will receive $3000. A $1000 match from the LEA is required. Gates Foundation dollars, secured to support the AB 75 program, can be used for 100 percent of the local match funding required for each principal and one half (50 percent) of the local match required for each vice principal, depending on overall participation rates of principals and vice-principals.

Training Modules

AB 75 requires that principals receive training in the following Content Areas, identified in subsection 44511(a):

> (1) School financial and personnel management.
> (2) Core academic standards.
> (3) Curriculum frameworks and instructional materials aligned to the state academic standards.
> (4) The use of pupil assessment instruments, specific ways of mastering the use of assessment data from the Standardized Testing and Reporting Program, and school management technology to improve pupil performance.
> (5) The provision of instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance.
> (6) Extension of the knowledge, skills, and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.

AB 75 Content Areas (a) (1) through (6) are required by law; AB 75 Content Area (b), below, is optional.

> (b) The additional instruction and training areas that may be considered to improve pupil learning and achievement based upon the needs of participating schoolsite administrators, include pedagogies of learning, motivating pupil learning, collaboration, conflict resolution, diversity, parental involvement, employee relations, and the creation of effective learning and workplace environments.

Training for the AB 75 Content Areas will be provided in two phases, an Institute and Follow-Up Practicum. The entire training program is divided into 3 modules, with each module including guidelines for both the Institute phase and the Follow-Up Practicum phase. The modules are aligned with general competencies. This will enable LEAs to create an effective program using a team of providers, each with focused expertise and quality track records. Providers may apply to be approved

to provide training in one or more modules. Providers may only provide training for modules for which they have been approved by the State Board of Education. LEAs may also use an external provider for one or two modules, and apply to be their own provider for the remaining module(s). Given this flexibility, the State Board of Education still strongly encourages providers to develop and seek approval for complete programs (either alone or by forming partnerships with other providers) in order to be able to offer a complete training package to LEAs. This will be an attractive option for many LEAs, especially those representing small or medium size districts.

The three modules will be referred to as:

Module 1: Leadership & Support of Student Instructional Programs
Module 2: Leadership & Management for Instructional Improvement
Module 3: Instructional Technology to Improve Pupil Performance

AB 75 Content Area 6 will be included in each module and referred to as Extension of Knowledge, as it is intended to offer additional training in areas that are optional and specific to the LEA's follow-up needs. While it is anticipated that the Extension of Knowledge section will serve as all or part of the Follow-Up Practicum, it may also be included in the Institute. Additional training suggestions, as identified in subsection 44511(b), are included as alternatives for the Follow-Up Practicum related to Module 2.

Module 1 should emphasize the knowledge and actions required to lead and assist teachers in fully implementing the standards-based instructional programs approved by the local school board; and to plan, monitor, and act on assessment data for improving instruction and student achievement.

Module 2 should clearly focus on the elements necessary to align monetary and human resources to appropriate priorities to support and monitor effectiveness of instruction and improvement on student achievement.

Module 3 should focus on technology applications which link and support Module 1 and Module 2, in addition to serving a key role for process and system-wide improvements. Under the special funding and program considerations of the Gates Foundation, technology will not be merely a stand-alone component of the training, but rather will be embedded throughout the training as a tool to support the principal's work as an instructional leader.

Individualization

It is the intent of AB 75 that all site administrators master the content described in Modules 1, 2, and 3. At the same time, the design of the AB 75 Principal Training Program offers multiple approaches to individualizing the program to match the different levels of skill and experience of principals. While it is not practical for providers to develop an individualized program to meet the needs of each individual participant, there are several ways in which the program must be differentiated. For Module 1, the basic training curriculum is differentiated by the principal's school level, as the State Board- or local board-adopted instructional materials serve as the basis for the training curriculum. Additionally, the Follow-Up Practicum offers significant opportunities for individualization: LEAs and providers will collaborate to develop and plan a diverse range of follow-up activities that are appropriate to the skill level and experience of the individual principal.

In addition, for all modules, the LEA may request that providers offer an advanced curriculum in the same content areas, provided the LEA identifies enough principals to constitute a regular class size. It is suggested that LEAs wishing to offer an advanced program confirm, before contracting, that

prospective providers have the capacity and willingness to do this. This will allow more advanced principals to interact with peers who have similar levels of skill and experience. Providers should work with LEAs to determine the appropriate content for the advanced level. The advanced level may include content similar to the basic curriculum, at a more advanced level, or may include additional content beyond what is required in the basic curriculum. In either instance, the LEA must ensure that each participant has had the opportunity to master the content and the desired participant results listed in each module. (Note: Providers are required to develop, and submit for approval, the basic curriculum only.)

In those rare circumstances where there is substantial evidence that an individual principal has already mastered the basic (and advanced, if available) content being offered by the provider, the LEA may waive a principal out of the training module(s) offered by the provider and instead provide an alternative module or course that is equal in time duration and rigor to the standard training. It is the responsibility of the LEA to assess and retain evidence that the principal has mastered a preponderance of the content in the relevant module, following the requirements listed below. In addition, it is the responsibility of the LEA, in consultation with the provider and the individual, to determine an alternative course of professional development this is equal in time duration and rigor to the standard training. The LEA may consider collaborating with the provider to establish a coaching, mentoring, or leadership role for the individual (within select portions of the training), allowing for further leadership development of the individual as well as benefiting peers.

The expectation is that the option to participate in an alternative course of professional development will be exercised by only a small percentage of exceptional administrators. LEAs will be required to keep records on the number (and percentage) of principals who are waived out of the regular training program and a written detailed description of the alternative course of professional development. In addition, all assessments given as part of the standard training shall also be given to principals who are participating in the alternative course of professional development.

Below are the requirements for individual principals to be waived out of the standard training offered by the provider and into an alternative course of professional development:

Module 1:

- Principal must have previously participated in AB 466 training, or PDI training, or other training that included explicit training on instructional materials adopted by the State Board of Education in 2001 or later, (LEA must retain evidence of this prior training), or LEA must have assessed that the principal has already mastered a preponderance of the "desired participant outcomes" of Module 1 (LEA must retain evidence of this assessment).
- LEA must determine, in consultation with the provider and the individual, an alternative course of professional development that meets the legislated time requirements and covers content only in the legislated content areas.

Modules 2 and 3:

- Principal must have previously participated in training comparable in content and rigor to the standard training that the provider is offering (LEA must retain evidence of this prior training), or the LEA must have assessed that the principal has already mastered a preponderance of the "desired participant outcomes" of the module(s) (LEA must retain evidence of this assessment).

- LEA must determine, in consultation with the provider and the individual, an alternative course of professional development that meets the legislated time requirements and covers content only in the legislated content areas.

Breadth and Depth of Training Curriculum for Modules

While the guidelines and criteria for each module are comprehensive, they are intended to be flexible. Criteria in boldface type are critical and mandatory; other criteria are not mandatory but should serve to guide the general direction and depth of the provider's curriculum. The criteria were not written in an order to reflect priority nor to present themselves as independent elements. For Module 1, all criteria are mandatory. Proposals for Modules 2 and 3 will be evaluated on whether the curriculum for the standard training program addresses a preponderance of the content covered in the guidelines and criteria. Although providers have flexibility in the content of the program, they must propose, for state approval, all of the content they seek to offer.

It is expected that the provider will design a curriculum to satisfy state requirements but will also collaborate with the LEA and modify the curriculum as needed to satisfy the LEA's and participants' needs. Each provider will determine the most effective method of delivering instruction. The provider must be responsive to the minimum hours for each module, though additional hours may be included as LEAs may negotiate for hours above and beyond the training curriculum submitted (likely no more than 10 additional hours per module).

The content within Modules 2 and 3 is highly integrated, as it should be, to enable principals to effectively fulfill both instructional leadership and management responsibilities. The LEAs should collaborate and negotiate with providers in order to ensure integration of all content as well as to avoid unintended redundancy.

Exhibit 1, the Principal Training Program Professional Development Modules and AB 75 Content Areas, illustrates the relationship between the three modules, the AB 75 Content Areas, and the service phases (Institute and Follow-Up Practicum).

Special Circumstances

Small LEAs and individual charter schools are strongly encouraged to form or join consortia to constitute a critical mass of participants to allow for differentiated training specific to the participants' school level and/or textbook adoption. Alternative methods of delivery (e.g. use of online technologies) will be considered if centralized training is not possible due to problems caused by geographic disbursement, or if the provider is proposing an experimental or pilot program. The provider will need to describe the nature of the problem or the experimental program, as well as the rationale for the proposed alternative.

Providers serving LEAs or consortia that represent multiple adoptions should instruct using the most commonly adopted instructional program and make efforts to reference the other adoptions used by the participants. Providers that anticipate serving LEAs or consortia that have very few participants should describe how they will organize training to meet the differentiated needs of elementary, middle, and high school principals. Providers who use alternative formats are still responsible for providing training that will accomplish a preponderance of the "desired participant results" for each participant at each level.

Requirements for Submission

The following sections present proposal and plan requirements for LEAs and training providers. While the criteria are defined independently, it is the intent that these entities work in a collaborate manner to satisfy the requirements.

LEAs are required to submit the online LEA Program Proposal Form (See sample, Attachment D) to request incentive funding. Section II provides a guide with general criteria and requirements for LEA proposals. If the LEA is also applying as a provider, the LEA is required to complete the Provider Application Form described below.

Prospective providers should use the Provider Application Form (Attachment E) to apply for approval from the State Board, using Section III and Section IV as guides. Section III provides general criteria for all providers, regardless of which module(s) they are applying for. Providers are required to submit to the State Board of Education all assurances and documentation listed in Section III. Sections IVa, b, and c outline criteria for providers, specific to each module, and should guide the development of the training curriculum of each module submitted for approval.

Exhibit 1

Principal Training Program **Professional Development Modules & AB 75 Content Areas**		
Modules & AB 75 Content Areas	Provider Service Phases & AB 75 Content Areas	
	Institute	Follow-Up Practicum
Module 1 – Leadership & Support of Student Instructional Programs	40 Hour Minimum	40 Hour Minimum
AB 75 Content Areas 2) Core academic standards. 3) Curriculum frameworks and instructional materials aligned to the state academic standards. 4) The use of pupil assessment instruments, specific ways of mastering the use of assessment data from the Standardized Testing and Reporting Program, and school management technology to improve pupil performance. 6) Extension of the knowledge, skills, and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.	AB 75 Content Areas 2, 3, & 4	Extension Knowledge, Skills, and Abilities, as related to AB 75 Content Areas 2, 3, & 4.
Module 2 – Leadership & Management for Instructional Improvement	15 Hour Minimum	
AB 75 Content Areas 1) School financial and personnel management. 6) Extension of the knowledge, skills, and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.	AB 75 Content Area 1	Extension Knowledge, Skills, and Abilities, as related to AB 75 Content Area 1.
Module 3 – Instructional Technology to Improve Pupil Performance	15 Hour Minimum	
AB 75 Content Areas 5) The provision of instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance. 6) Extension of the knowledge, skills, and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.	AB 75 Content Area 5	Extension Knowledge, Skills, and Abilities, as related to AB 75 Content Area 5.
	80 Hours Minimum	80 Hours Minimum

Exhibit 2

Overview of Provisions for AB 75
Principal Training Program

State Level Responsibilities

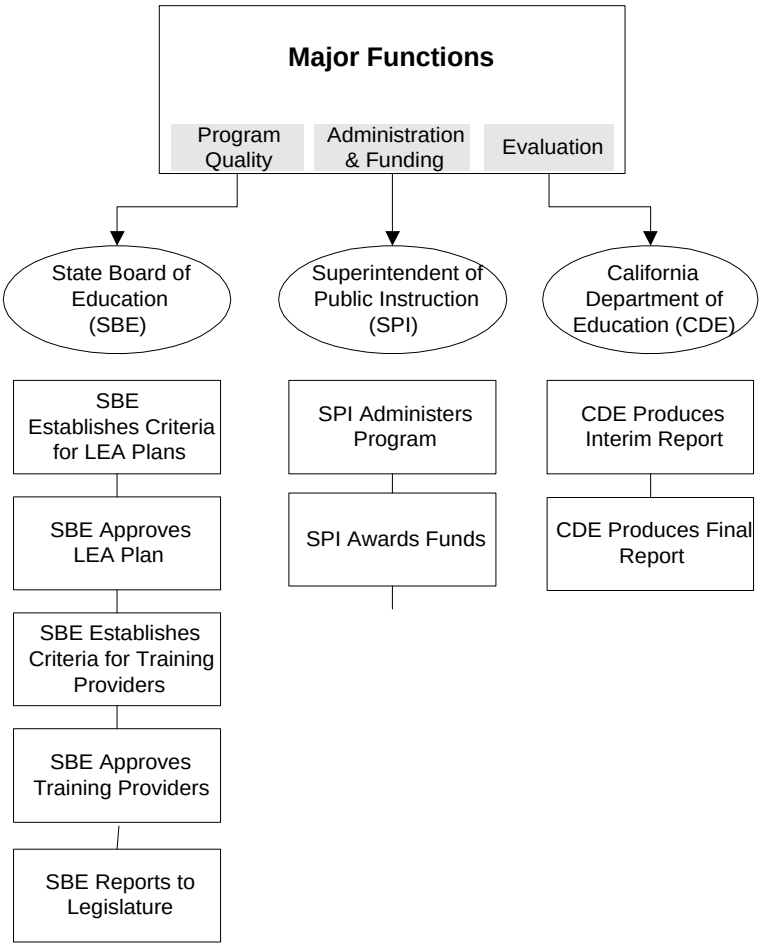

Exhibit 3

Overview of Provisions for AB 75
Principal Training Program

Local Educational Agency (LEA) Responsibilities

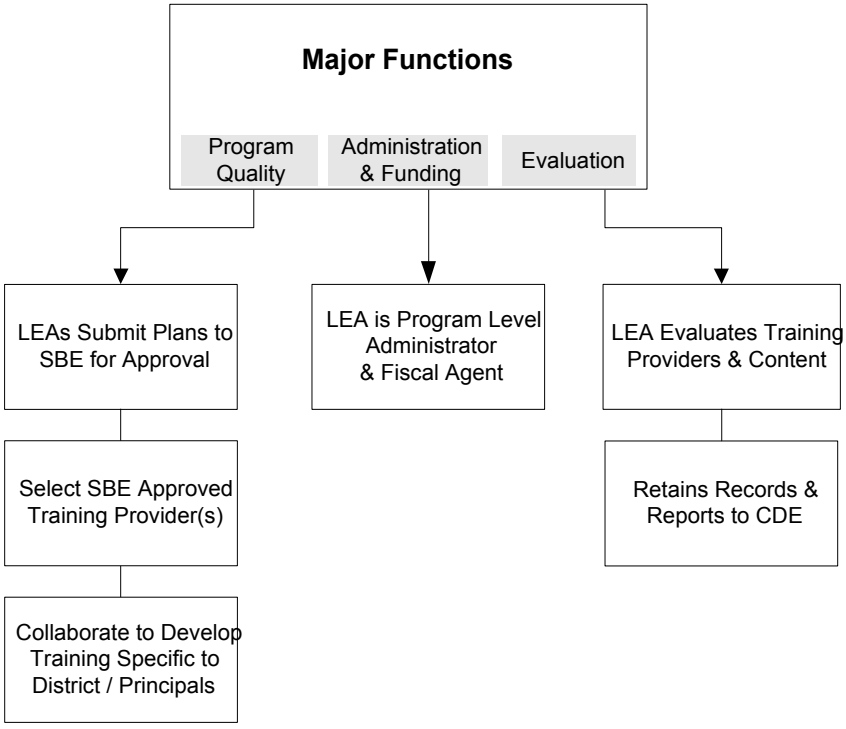

Exhibit 4

Terms & Definitions

For purposes of this article, AB 75, Article 4.6, Section 44510, Chapter 3, Part 25 of the Education Code, the following terms have the following meanings:

1. "Hard-to-staff school" means a school in which teachers holding emergency permits or credential waivers make up 20 percent or more of the teaching staff.
2. "Local education agency" means a school district, a county office of education, or a charter school.
3. "Low-performing school" means a school in the bottom half of all schools based on the Academic Performance Index rankings established pursuant to subdivision (a) of Section 52056.
4. “Schoolsite administrator" means a person employed on a full-time or a part-time basis as a principal or a vice principal at a public school in which kindergarten or any of grades 1 to 12, inclusive, are taught.

Section II

Guidelines and Requirements for Local Educational Agency Proposal

Section II provides guidelines and requirements for LEAs applying for AB 75 funding. The State Board of Education will review and approve these applications. LEAs, by definition, include districts, charter schools, and county offices of education. The LEA proposal form is an online application. Attachment D is a sample of the online form.

AB 75 – The Principal Training Program

Section II – Guidelines & Requirements for Local Educational Agency Proposal

To receive incentive funding, a Local Educational Agency (LEA) must submit a program proposal to the SBE for approval. (Cit: 44512(a)). If the local educational agency, independently or together with a qualified provider, establishes and implements a well-designed plan for providing principal training under AB 75 that successfully meets or exceeds the criteria established by the State Board of Education, they will be approved and funded.

Proposal Components	AB 75 LEA Guidelines & Requirements LEA must…	AB 75 Required Assurances & Documentation LEA must submit for approval…
A. Program Description	• Address all specifications of content for training and Follow-Up Practicum in paragraphs (1) to (6) of subdivision (a) of Section 44511. 1. School financial and personnel management. 2. Core academic standards. 3. Curriculum frameworks and instructional materials aligned to the state academic standards. 4. The use of assessment data from the Standardized Testing and Reporting Program, and school management technology to improve pupil performance. 5. The provision of instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance. 6. Extension of the knowledge, skills, and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.	• Assurance that training program is aligned to content requirements and standards-based instructional materials in order to improve student achievement.
B. Target Schools & Audiences	• Give high priority admittance to principals from low-performing and hard-to-staff schools. • Designate the principals and vice principals who should participate (participation is not required for all principals and vice principals). • Require all participants to complete the minimum time requirements of the Institute training (80 hours) and the Follow-Up Practicum (80 hours) within a two-year period (Cit: 44512)).	• Assurance that "low performing schools" and "hard to staff" schools are given priority to receive training. • Guarantee that all participants will complete the minimum time requirements of the Institute training (80 hours) and the Follow-Up Practicum (80 hours) within a two year period.
C. Expenditure Plan	• Include a three-year expenditure plan, including provision for required cash match and ongoing follow-up training (Cit: 44512(a)). • Provide $1000 cash match for every $3000 received in incentive funding. Cash match may come from local, federal, or private sources. (Cit: 44514(a)) • Maintain auditable fiscal records.	• Documentation of three-year budget to cover provisions for 80 hour Initial Institute and 80 hours of Follow-Up Practicum. • Documentation of cash match availability. • Documentation of fiscal records maintained.

Proposal Components	AB 75 LEA Guidelines & Requirements LEA must…	AB 75 Required Assurances & Documentation LEA must submit for approval…
D. Evaluation & Reporting	• Support CDE and SBE requirements to collect, track, and report on information needed for interim and final reports for submission to the legislature (Cit: 44516(a) (b)). • Interim Report: - The number of principals and vice principals who received training. - Entities that received funds for the purpose of offering training and number of principals and vice principals that each has trained. - Comparison of the Academic Performance Index scores for schools within participating local education agencies for the year before the school's administrators received training and the first year after the school's administrators complete the training provided. - Relevant data required to be included in the school accountability report card. • Final Report: - The number of principals and vice principals who received training. - Entities that received funds for the purpose of offering training and number of principals and vice principals that each has trained. Information detailing the effectiveness of the program from survey data of program participants. Information detailing the retention rate of principals and vice principals who participated in the training program. - Comparison of the Academic Performance Index scores for schools within participating local education agencies for the year before the school's administrators received training and for the second year after the school's administrators complete the training provided. - Relevant data required to be included in the school accountability report card. • Provide a formal agreement between LEA and any provider(s), if applicable, with a plan detailing responsibilities, methods for collection, storage, and retention of required and evaluative data on training program (See Attachment A).	• Assurance that will support CDE and SBE requirements for interim and final reports, including data collection and record retention. • Assurance that formal agreements between LEA and provider(s), if applicable, have a plan detailing responsibilities, methods of collection, storage, and retention of required and evaluative data on training program (See Attachment A).
E. Training Agreements & Partnerships	• Use only SBE approved providers for each module for initial Institute and Follow-Up Practicum (Cit: 44513 (B)). • Provide plan to continue on-going professional development for principals after completion of AB 75 training program.	• Assurance that only SBE approved provider(s) are hired for Institute and Follow-Up Practicum. • Assurance that LEA will continue on-going professional development for principals after completion of AB 75 training program.

Section III

General Requirements for All Providers

Section III provides guidelines and requirements for AB 75 training providers. Requirements for AB 75 include the State Board of Education's review and approval of the training provider plan and curriculum. Providers must submit a copy of their basic training curriculum for modules for which they seek approval to deliver. The provider application form is provided in Attachment E. The following chart identifies both the guidelines and requirements (left-hand column) and the specific documentation required (right-hand column).

Section III – Guidelines and Requirements for Providers

If the provider(s) develops and proposes a well-designed Principal Training Program that successfully meets or exceeds the overall criteria, as well as the criteria for each Module for which approval is sought, they will be approved as an AB 75 training provider. The ultimate goal is to develop principals who can establish sound and clear instructional goals; who can collaboratively develop data-driven decisions, and be knowledgeable about academic content and effective instructional strategies; and who have the skills to lead a school through powerful academic instructional program change.

Proposal Components	AB 75 Provider Guidelines & Requirements **Provider must…**	AB 75 Required Assurances and Documentation **Provider must submit for approval…**
A. Program Description	• Demonstrate that the program will provide intensive and ongoing, professional development in the AB 75 Content Areas, both as part of the Institute and Follow-Up Practicum services. • Assure collaboration with LEAs to ensure that the training will be congruent and consistent with current teacher professional development efforts in districts and schools. • Assure that proposed training is congruent and consistent with AB 466 professional development efforts in the district and other improvement efforts for low-performing and hard-to-staff schools.	• Assurance of support of the AB 75 Content Area goals and provide intensive and ongoing professional development. • Assurance of willingness to collaborate with LEAs to deliver appropriate professional development programs for meeting district priorities. • Assurance that Module 1 is congruent and consistent with AB 466 professional development efforts with teachers and instructional aides or paraprofessionals.
B. Curriculum	• Provide an instructor's training curriculum (manual) that addresses a preponderance of the criteria and guidelines in each relevant Module and includes an approximate agenda, a majority of the overheads used by the provider/instructor, and citations for a majority of materials to be included.	• Copy of training curriculum (manual) that addresses a preponderance of the criteria and guidelines in each relevant Module and includes a timed agenda, all of the overheads used by the provider/instructor, and citations for all materials to be included.
C. Qualifications and Expertise	• Provide evidence of experience and qualifications to deliver training to principals and vice principals. • Provide evidence of knowledge and expertise in the relevant content areas. • Provide assurance of capacity that provider can deliver trainings for at least three years, from 2002 to 2005. • Provide description of trainers and qualifications, including possible trainers and/or mentors to provide Follow-Up Practicum and ongoing support for AB 75 content area(s). • Provide description of instructor certification and quality control processes.	• Evidence of relevant training experience, including list of previous clients, type of training programs provided, and brief narrative describing knowledge and expertise in the relevant content areas. • Assurance of capacity to provide 3 years of training services. • Documentation of lead instructor(s) (including all subcontracted lead instructors) to deliver Institute training, including resumes. • Documentation of instructor certification process, including: 1) qualifications required of instructors; 2) description and number of days of training provided to instructors; and 3) ongoing quality control quality process to maintain effectiveness of instructors. • Description of professional development personnel to deliver Follow-Up Practicum training.

Proposal Components	AB 75 Provider Guidelines & Requirements **Provider must…**	AB 75 Required Assurances and Documentation **Provider must submit for approval…**
D. Training Methods & Delivery	• Assure collaboration with LEAs to ensure that principals receive training that is appropriate to adopted instructional program and general levels of skill and experience. • Assure that total class size typically will not exceed 35 participants, with 1 Instructor for up to 24 participants and 2 Instructors for 25-35 participants to alternate over the course of the training. • Estimate of the number of authorized trainers to be available in 2001-02, 2002-03, & 2003-04. • Assure that program has capacity to serve total number of participants). • Describe any distance learning technology used for the delivery of the Institute or Follow Up Practicum, (only necessary if proposed by provider under special circumstances). • Ensure that any technology on which participants will be trained (e.g. software applications) is practical, available at the participant schools, likely to be utilized by participants, and related to the AB 75 Content Area goals.	• Assurance to collaborate with the LEA in the planning and delivery of the Institute trainings and Follow-Up Practicum. • Assurance on trainer to participant ratios. • Estimation of number of authorized trainers to deliver institute training over the next three years. • Description of any distance learning technology used for the delivery of the Institute or Follow Up Practicum, (only necessary if proposed by provider under special circumstances). • Assurance that technology on which participants will be trained (e.g. software applications) is practical, available at the participant schools, likely to be utilized by participants, and related to the AB 75 Content Area goals.
E. Evaluation & Reporting	• Agree to collect and report attendance data on all participants, including: Name, School, Title; Address; Attendance; and Make-Up Attendance. • Agree to administer Institute survey, rating instructors and content on final day of Institute. • Agree to support CDE requirements to collect, track, and report on information needed for interim and final reports for submission to the legislature (Cit: 44516 (a) (b)). • Agree to administer state-designated technology pre- and post-assessments, to satisfy Gates Foundation Grant requirements.	• Agreement to collect and report attendance data on all participants (including retention of records). • Agreement to survey participants on quality of instructors and content. • Statement of intent to collaborate with LEA to provide information required by CDE. • Agreement to administer state-designated technology pre- and post-assessment, to satisfy Gates Foundation Grant requirements.
F. Assurance of Proprietary Rights	• Acknowledge that proprietary rights of provider's training curriculum will be protected.	• Acknowledgement and acceptance of their proprietary rights to their provider training curriculum.

Section IV

Requirements
Specific to
Modules & AB 75 Content Areas

Section IV provides the guidelines and requirements for each of the training modules. The focus of administrator training is on instructional management and leadership. Technology is integrated throughout the modules and is used as a tool for improving instruction and school management. The following charts identify the guidelines and requirements for provider's training program (left-hand column), the desired participant results in the form of knowledge and skills (central column), and the relationship to other modules (right-hand column).

Module 1: Leadership and Support of Student Instructional Programs

AB 75 Content Areas 2, 3, and 4

If principals serve as effective instructional leaders, they will increase their overall student achievement, as measured by SAT 9, the California standards tests, and other assessments, and decrease the time required to effectively implement their instructional strategy. Specifically, the training program for AB 75 content areas 2, 3, and 4 will build skills and capacity necessary to: 1) establish and communicate state and district visions and goals for student focused instructional improvement; 2) create awareness and familiarity with state standards for all instructional team members and core subjects; 3) guide the full implementation of approved instructional program texts and materials; 4) direct and support proven staff training and professional development activities for uniform instruction and materials use; 5) manage data and assessment for the purpose of guiding teacher decisions regarding student interventions and school site instructional practices; and 6) fully utilize technology and fiscal and human resources for the purpose of student academic success.

Principals must be prepared to lead their schools through powerful academic improvement program change that produces improved student achievement and school success.

Requirements for coverage of standards-based, adopted instructional materials by school levels:

ELEMENTARY (K-5/6)	MIDDLE (6-8)	HIGH (9-12)
ONE academic core content area: either reading-language arts or mathematics (both optional).	TWO academic core content areas: English, reading-language arts (either 6-8 basic or intervention programs), and mathematics (both are required)	ONE academic core content area or combinations: English/reading-language arts, mathematics, history-social science, science

AB 75 Content Areas 2, 3, and 4			
Professional Development Components	**Curriculum Guidelines & Criteria** **Basic training program must offer…**	**Desired Participant Results** **Participants will…**	**Applications to Technology**
Resource Materials – All Levels	• Information on how to access current and relevant resource materials, including state curricular frameworks; scientific research findings on instructional practices; and other pertinent materials to supplement the training curriculum (related to content of Institute training).	• Acquire a set of high quality materials for the principal's professional library to reinforce learning and be available as reference material.	√
	• Instruction on accessing and utilizing electronic resources, including: – Core academic standards on line (by grade level and content area). – STAR and API reports. – California Learning Resources Network (CLRN) approved supplemental electronic learning resources aligned with state academic content standards.	• Be able to access core academic standards on line, by grade level and content area. • Be able to access STAR and API data on line by district/school. • Be able to access and utilize California Learning Resources Network (CLRN) to review supplemental electronic learning resources for alignment with state academic content standards.	√
	• Full display of district-adopted instructional program materials – teacher editions (minimally those grade levels featured in the Institute).	• Be able to recognize and quickly reference adopted instructional materials.	
	• Participant training manual that includes an approximate agenda, a majority of overheads used by the provider/instructor, a majority of materials for activities, and reference list for a majority of materials and citations used in presentations.	• Be able to refer to training manual and, when appropriate, be able to use materials with staff.	

Professional Development Components	Curriculum Guidelines & Criteria **Basic training program must offer…**	Desired Participant Results **Participants will…**	Applications to Technology
Elementary School Level			
Focus & Intent -- Elementary School Level	• Training on the State Board-adopted instructional program(s) since January 2001 (or if otherwise waived by the State Board) for at least <u>one</u> of the academic core content areas of reading-language arts or mathematics (with option to cover both) with attention to critical instructional practices and strategies embedded in the adopted instructional programs.	• Develop a working knowledge of key terms. • Understand the priority of specific components at various grade levels, major procedures, content, and strategies of instruction. • Be able to apply knowledge of key components of the adopted instructional programs when working with teachers. • Be able to lead, and effectively support, teachers and staff; achieve credibility with teachers through familiarity with the district-adopted instructional programs.	
Institute Materials – Elementary School Level	• Teacher Guide for district-adopted instructional program for reading-language arts or mathematics or both (strongly suggested focus on grade K or 1 AND one of grades 2-6. • Auxiliary Teacher Guides, when appropriate (e.g. guides for extended learning for various student populations: EL, Sp.Ed., GATE). • Handouts, including (provided by the District and not required at time of submission for approval of training curriculum*): – District's current pacing/scheduling guides for adopted instructional programs.* – District's Board policy on instructional minutes for reading/language arts and mathematics, K-6. * – Guide/checklist for principals to observe classroom instruction.* – Examples of assessments (entry level, monitoring of progress for delivery of instruction and student achievement, and summative student assessments) and other district tools* – STAR Blueprint for the California Standards Tests, grades 2-6. – District and school level STAR reports from CDE website for most recent year (specific to participant's district/school)*	• Develop familiarity with instructional program material organization; how its structural features are used (e.g. weekly/daily lesson planner, teacher script for daily lesson, the components of learning strategies, etc.); and the general coverage of content related to the grade level content standards. • Achieve confidence to guide teachers' use of district-adopted, standards-based instructional program materials. • Attain tools and resources to share with teachers.	

Professional Development Components	Curriculum Guidelines & Criteria **Basic training program must offer…**	Desired Participant Results **Participants will…**	Applications to Technology
Institute Curriculum – Elementary School Level	<u>As demonstrated through documentation of Institute training curriculum and agenda, approximately 10% of the total instructional time focused on:</u>		
	State / District Vision, Plan & Expectations		
	• Description and discussion of the state initiative (vision and mission): prepare ALL students to master the world-class, grade level content standards primarily in English language arts and mathematics at the elementary school level. • Explanation of the linkages to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals (AB 466). • Description of studies, followed with discussion on, standards-based school reform [e.g. Rand Study (March 1998), Dana Center (1999), and Elmore (2001)]. • Description and discussion of the district's instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics (January 2001) and reading/language arts/English language development (January 2002)[not required for submission approval]. • Description and discussion of the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development [not required for submission approval].	• Understand the state initiatives (vision and mission), including the linkage to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals. • Understand the strategic focus on English-language arts and mathematics for elementary schools. • Understand the necessary actions and support systems required to move schools from low to high performing. • Understand the required organizational elements that need to be aligned within an academic improvement system. • Understand the district's instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development. • Understand the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development.	
	<u>As demonstrated through documentation of Institute training curriculum and agenda, approximately 90% of the total instructional time focused on:</u>		
	General Overview of Adopted Instructional Materials		
	• A general orientation on the district-adopted instructional materials to be included in the Institute (e.g., Teacher Guides, student texts, student workbooks, assessments, student support materials, AV/software/tapes).	• Attain a comprehensive awareness of the materials linked to the district-adopted standards-based instructional program (Teacher Guides, student anthologies, student workbooks, assessments, supportive student reading materials, AV/software/tapes).	√

Professional Development Components	Curriculum Guidelines & Criteria **Basic training program must offer…**	Desired Participant Results **Participants will…**	Applications to Technology
Institute Curriculum – Elementary School Level	Curricular Framework, Standards, & Research		
	• Discussion activities to become familiar with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of all students (with emphasis on English learners) and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	• Achieve in-depth familiarity with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of all students (with emphasis on English learners) and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	
	Content, Concepts, Instructional Strategies		
	• Demonstration and discussion of key content, concepts, and instructional strategies embedded in the adopted instructional programs for at least <u>one</u> grade level of the English-language arts and/or mathematics: – Identify and give examples of key content and concepts covered in program. – Model key teaching strategies related to content standards, including, as appropriate, the use of technology to enhance and support instruction. – Engage participants in activities to describe key strategies: what to look for when observing classroom instruction. – Model specific strategies for diverse learners (EL, Sp.Ed., GATE). • Engage participants in activities to describe effective strategies for diverse learners: what to look for when observing classroom instruction.	• Be able to identify and articulate the content/concepts and key instructional strategies embedded in the adopted program.	
	Support Systems		
	• Demonstration and discussion on performing teacher classroom observations on the delivery of key instructional strategies and providing instructional support (e.g. coaching, additional training, sharing of experiences at grade level meeting).	• Be able to conduct teacher classroom observations on the delivery of key instructional components; be able to determine needs for additional instructional support.	

Professional Development Components	Curriculum Guidelines & Criteria **Basic training program must offer…**	Desired Participant Results **Participants will…**	Applications to Technology
Institute Curriculum – Elementary School Level	Assessments		
	• Demonstration and discussion on the use of curriculum-embedded assessments provided in or based on the instructional program and other measurement tools recommended or mandated by the district. – Identify and examine use of tools that assess effectiveness of instructional delivery of program content. – Identify and examine use of tools that assess student entry level for the specific district-adopted standards-based instructional program (if appropriate). – Identify and examine use of tools that assess student progress. – Identify and examine effective tools to assess EL student needs. – Identify how to monitor and interpret the data obtained from these tools, utilizing technology as appropriate.	• Understand the use of curriculum-embedded assessments provided in or based on the instructional programs and other recommended, or mandated, district measurement tools, including: – Tools that assess effectiveness of instructional delivery. – Tools that assess progress of EL student needs. – Tools that assess student progress.	√
	• Training on interpretation and use of the STAR results for reading, language arts, and mathematics (SAT 9 and CA Standards Test) and how to interpret Academic Performance Index (API), utilizing technology to aggregate and disaggregate data. – Identify the features of the norm-referenced test and its importance to school wide achievement goals (features: comparative information and disaggregated scores by student populations). – Identify the variations in the percentage of test items in the California Standards Tests (blueprint) by grade level to determine importance of content standard domains and strands. – Study the percentage of students in each performance level of the California Standards Tests for English-language arts and mathematics at district and school site; discuss assumptions about factors which explain variability in the distribution of scores which have to do with school factors (instructional time, quality of the delivery of instruction, adherence/fidelity to adopted program for adequate coverage of content standards, adequacy of expectations for student work, etc.). – Review and interpret district/school API for most current year.	• Be able to understand the interpretations and use of STAR results and the Academic Performance Index (API) with teachers.	√

Professional Development Components	Curriculum Guidelines & Criteria **Basic training program must offer…**	Desired Participant Results **Participants will…**	Applications to Technology
	Communications & Technologies		
	• Identification of school structures and communication procedures and technology which can enhance opportunities for teachers to meet and discuss delivery of instruction, pacing, and curriculum-embedded assessment results by grade level, every 4 to 6 weeks. • Demonstration and discussion of ways to use technology to support school and teacher monitoring and reporting of student assessment data for purposes of modifying delivery of instruction, planning additional instruction for groups of students, and keeping track of students who are succeeding and those who need more assistance (within a 6-8 week cycle). • Training on adopted instructional program's software, videos, tapes, and CDs that support instruction.	• Anticipate the need to provide time and guidance to faculty members in developing the meeting agenda, sharing classroom data, and determining action plans based on the discussion about the teaching of reading-language arts or mathematics with the use of the district adopted instructional program, instructional and student data, and the use of technology to aid communications. • Be able to identify existing district technology services to assist with management of instructional and student data (obtained every 6-8 weeks); and offer the rationale for use by teachers (e.g., data-based decisions on modification of instruction; the need to plan additional instruction for groups of students; the need to identify patterns of performance for students who are succeeding and those who are in need of more assistance). • Be able to use and discuss the merits of the adopted instructional programs' software, videos, tapes, and CDs that support instruction (for both teacher and student).	√

Professional Development Components	Curriculum Guidelines & Criteria **Basic training program must offer…**	Desired Participant Results **Participants will…**	Applications to Technology
Middle School Level			
Focus & Intent – Middle School Level	• Training on the State Board-adopted instructional program(s) since January 2001 (or if otherwise waived by the state board) for at least two of the academic core content areas (English, reading-language arts and mathematics), with attention to grade level course content and critical instructional practices and strategies embedded in the adopted instructional programs.	• Develop a working knowledge of key terms. • Understand priority of specific components at various grade levels, major procedures, content, and strategies of instruction. • Be able to apply knowledge of key components of the instructional programs when working with teachers. • Achieve credibility with teachers through a familiarity with the content of the district-adopted programs.	
Institute Materials – Middle School Level	• Teacher's Guide for district-adopted, standards-based instructional program for 6-8 grade level courses included in the training (reading-language arts basic program, 6-8, or reading-language arts intervention program, 6-8; and mathematics basic, 6-7, or algebra, 8). • Auxiliary Teacher's Guide, when appropriate (e.g. extensions for practice, and supplemental guides for groups of students –EL, GATE, Sp.Ed. etc.). • Handouts, including (provided by the District and not required at time of submission for approval of training curriculum*): – District's current pacing/scheduling guides for adopted instructional programs.* – District's Board policy on instructional minutes for reading-language arts and mathematics, 6-8.* – Guide checklist for principals to observe classroom instruction.* – Examples of entry level, monitoring of progress for delivery of instruction and student achievement, summative student assessments, and other district tools.* – STAR Blueprint for the California Standards Tests, grades 6-8. – District and school level STAR reports from CDE website for most recent year (specific to participant's district/school).*	• Develop familiarity with instructional program material organization; how its structural features are used (e.g. weekly/daily lesson planner, teacher script for daily lesson, the components of learning strategies, etc.); and the general coverage of content related to the grade level content standards. • Develop working familiarity with the district-adopted standards-based instructional program materials. • Achieve confidence and ability, through familiarity with program, to guide teachers' use of district-adopted standards-based instructional program materials. • Attain tools and resources to share with teachers.	

Professional Development Components	Curriculum Guidelines & Criteria **Basic training program must offer…**	Desired Participant Results **Participants will…**	Applications to Technology
Institute Curriculum – Middle School Level	<u>As demonstrated through documentation of Institute training curriculum and agenda, approximately 10% of the total instructional time focused on:</u>		
	State / District Vision, Plan & Expectations		
	• Description and discussion of the state initiative (vision and mission): prepare ALL students to master the world-class, grade level content standards in English-language arts and mathematics. • Explanation of the linkages to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals (AB 466). • Description of studies, followed with discussion on, standards-based school reform [e.g. Rand Study (March 1998), Dana Center (1999), and Elmore (2001)]. • Description and discussion of the district's instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics (January 2001) and reading/language arts/English language development (January 2002) [not required for submission approval]. • Description and discussion of the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development [not required for submission approval].	• Understand the state initiatives (vision and mission), including the linkage to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals. • Understand the strategic focus on English-language arts and mathematics content standards for middle schools. • Understand the necessary actions and support systems required to move schools from low to high performing. • Understand the required organizational elements that need to be aligned within an academic improvement system. • Understanding of the district's instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics (January 2001) and reading/language arts/English language development (January 2002). • Understand the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development.	
	<u>As demonstrated through documentation of Institute training curriculum and agenda, approximately 90% of the total instructional time focused on:</u>		
	General Overview of Adopted Instructional Materials		
	• Providing a general orientation on the district-adopted instructional materials to be included in the Institute (e.g., Teacher Guides, student texts, student workbooks, assessments, AV/software/tapes).	• Attain a comprehensive awareness of materials linked to the district-adopted standards-based instructional program (Teacher Guides, student texts, student workbooks, assessments, AV/software/tapes).	√

Professional Development Components	Curriculum Guidelines & Criteria **Basic training program must offer…**	Desired Participant Results **Participants will…**	Applications to Technology
Institute Curriculum – Middle School Level	Curricular Framework, Standards, & Research		
	• Reading and discussion activities to become familiar with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of all students (with emphasis on English learners); and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	• Achieve in-depth familiarity with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of all students (with emphasis on English learners); and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	
	Content, Concepts, Instructional Strategies		
	• Demonstration and discussion on key content, concepts, and teaching strategies embedded in the English/reading-language arts and mathematics instructional programs for at least one grade level: – Identify and give examples of key content/concepts covered in program. – Model key teaching strategies related to content standards, including, as appropriate, the use of technology to enhance and support instruction. – Engage participants in practice activities to describe key strategies for various components. – Model key scaffolding techniques to address needs of diverse learners [e.g., EL, GATE, Sp.Ed., at-risk of grade retention]. – Discuss these scaffolding techniques and practice articulating them.	• Be able to identify and articulate the content/concepts and key instructional strategies embedded in the adopted programs.	√
	Support Systems		
	• Identification and discussion on effective uses of support systems for teachers (e.g., mentors, coaches, professional development, course-level teacher meetings, scheduling of block classes, selection of teachers for intervention classes, etc.) and planning implementation of new standards-based instructional programs (e.g., plan for implementing intervention program which includes considerations for student placement criteria; scheduling of two-period blocks for intervention program students; assignment, training, and support system for teachers for this program; information to parents on recommended action; etc.).	• Be able to identify several options for assisting with full implementation of the program.	

Professional Development Components	Curriculum Guidelines & Criteria **Basic training program must offer…**	Desired Participant Results **Participants will…**	Applications to Technology
Institute Curriculum – Middle School Level	Assessments		
	• Identification and discussion on the use of curriculum-embedded assessments provided in the instructional programs and other measurement tools recommended or mandated by the district. – Identify and examine use of tools that assess effectiveness of instructional delivery of program content. – Identify and examine use of tools that assess student entry level for the specific district-adopted standards-based instructional program. – Identify and examine use of tools that assess student progress. – Identify and examine effective tools to assess EL student needs. – Identify how to monitor and interpret the data obtained from these tools, utilizing technology as appropriate. • Training on interpretation and use of the STAR results for reading, language arts, and mathematics (SAT 9 and California Standards Tests) and how to interpret Academic Performance Index (API), utilizing technology to aggregate and disaggregate data. – Identify the features of the norm-referenced test and its importance to school wide achievement goals (features: comparative information and disaggregated scores by student populations). – Identify the variations in the percentage of test items in the California Standards Tests (Blueprint) by grade level to determine importance of content standard domains and strands. – Study the percentage of students in each performance level of the California Standards Tests for English-language arts and mathematics at district and school site; discuss assumptions about variability in the distribution of scores related to school factors (instructional time, quality of the delivery of instruction, adherence/fidelity to adopted program for adequate coverage of content standards, adequacy of expectations for student work, etc.). – Review and interpret district/school API for most current year.	• Understand the use of curriculum-embedded assessments provided in, or based on, the instructional programs and other recommended or mandated measurement tools, including: – Tools that assess effectiveness of instructional delivery. – Tools that assess EL student needs. – Tools which assess student progress • Understand how to interpret and use STAR results and the Academic Performance Index with faculty members.	√ √
	Communications & Technologies		
	• Demonstration and discussion of ways to use technology to support school and teacher monitoring of student progress data for purposes of modifying delivery of instruction, planning additional instruction for groups of students, and keeping track of students who are succeeding and those who need more assistance (within a 6-8 week cycle). • Identification of school structures and communication procedures and technology that can enhance opportunities for teachers to meet and discuss delivery of instruction, pacing, and curriculum-embedded assessment results (every 4-6 weeks). • Training on adopted instructional program's software, videos, tapes, and CDs that support instruction.	• Be able to identify existing technology services to assist management of instructional and student data (obtained every 6-8 weeks); and how such data could offer the administration insight on classroom teacher needs on a regular basis and provide teachers with data for instructional decision-making. • Be able to provide time and effective guidance to faculty members in developing meeting agendas, sharing classroom data, and determining action plans based on discussions; and use of technology to aide communications. • Be able to use and discuss the merits of the adopted instructional programs' software, videos, tapes, and CDs that support instruction (for both teacher and student).	√ √ √

Professional Development Components	Curriculum Guidelines & Criteria **Basic training program must offer…**	Desired Participant Results **Participants will…**	Applications to Technology
High School Level			
Focus & Intent – High School Level	• Provide training on one of, or combinations of, the core academic content areas for local board-adopted standards-based instructional programs, for grades 9-12 – English-language arts, mathematics, history-social science, and science.	• Develop a working knowledge of key terms and the priority of certain components in various courses, major procedures, content, and strategies of instruction. • Be able to apply knowledge of key components of the instructional programs for academic core courses when working with teachers. • Achieve credibility with teachers through a familiarity with the content of the district-adopted program(s).	
Institute Materials – High School Level	• Teacher's Guides for selected academic core courses. • Auxiliary Teacher's Guides, when appropriate. • Handouts including (provided by the district and not required at time of submission for approval of training curriculum*): – Master listing of local board approved, standards-based instructional programs for grades 9-12 for academic core subject areas included in the Institute.* – District's Board policies and district's rules and regulations which govern high school instructional practices (e.g., placement of students in courses, homework, course requirements, pre-requisites for courses, grading procedures, roles and responsibilities of principals).* – District and school student assessments.* – Guide checklist for principals to use when observing classroom instruction.* – Examples of assessments (entry level, monitoring of progress for delivery of instruction and student achievement, and summative student assessments). – STAR Blueprint for the California Standards Tests, grades 9-11. – District and school level STAR reports from CDE website for most recent year (specific to participant's district/school).*	• Develop a working understanding of how instructional program materials are organized by structural features, content features, and teacher/student aides. • Attain tools and resources to share with teachers	

Professional Development Components	Curriculum Guidelines & Criteria **Basic training program must offer…**	Desired Participant Results **Participants will…**	Applications to Technology
Institute Curriculum – High School Level	As demonstrated through documentation of Institute training curriculum and agenda, approximately 10% of the total instructional time focused on:		
	State / District Vision, Plan & Expectations		
	• Description and discussion of state initiative (vision and mission): prepare ALL students to master the world-class, grade level content standards in English- language arts, mathematics, history-social science, and science. • Explanation of the linkages to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals (AB 466). • Description of studies, followed with discussion on, standards-based school reform [e.g. Rand Study (March 1998), Dana Center (1999), and Elmore (2001)]. – • Description and discussion of the district's instructional plan to support the teaching of the content standards through full implementation of the local board adopted standards-based instructional materials for mathematics, English-language arts, history-social science, and science [not required for submission approval]. • Description and discussion of the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the local board adopted standards-based instructional materials for all academic core subjects [not required for submission approval].	• Understand the state initiative (vision and mission), including the linkage to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals. • Understand the strategic focus on English-language Arts and mathematics for the High School Exit Exam. • Understand the necessary actions and support systems required to move schools from low to high performing. • Understand the required organizational elements that need to be aligned within an academic improvement system. • Understand the district's instructional plan to support the teaching of the content standards through full implementation of its local board adopted, standards-based instructional materials for mathematics, English-language arts, history-social science, and science. • Understand the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the local board adopted, standards-based instructional materials for all academic core subjects.	
	As demonstrated through documentation of Institute training curriculum and agenda, approximately 90% of the total instructional time focused on:		
	General Overview of Adopted Instructional Materials		
	• A general orientation on the local board adopted, standards-based instructional materials for the core academic subjects to be included in the Institute: – Review any available description of the materials. – Review any available evaluations of these materials (documentation for the local board recommendations for adoption – not required for submission approval).	• Attain a comprehensive awareness for selection of core academic subject instructional programs.	√

Professional Development Components	Curriculum Guidelines & Criteria **Basic training program must offer…**	Desired Participant Results **Participants will…**	Applications to Technology
Institute Curriculum – High School Level	Curricular Framework, Standards, & Research		
	• Reading and discussion activities to become familiar with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of all students (with emphasis on English learners); and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	• Achieve in-depth familiarity with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of all students (with emphasis on English learners); and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	
	Content, Concepts, Instructional Strategies		
	• Demonstration and discussion on key content and concepts and teaching strategies embedded in the instructional programs selected for the Institute (may be combinations by grade level and core academic subject areas): – Model key teaching strategies related to content standards, including, as appropriate, the use of technology to enhance and support instruction. –Engage participants in practice activities to describe key strategies for various components. –Model key scaffolding techniques to address needs of diverse learners [e.g., EL, Sp.Ed., at-risk of not passing High School Exit Exam]. –Discuss these scaffolding techniques and practice articulating them.	• Be able to identify and articulate the content, concepts, and teaching strategies embedded in the adopted programs.	
	Support Systems		
	• Identification and discussion on effective uses of support systems for teachers (e.g., mentors, coaches, professional development, department or course-level teacher meetings, scheduling common prep periods for pairing support for teachers, etc.).	• Be able to identify several options for assisting teachers with full implementation of the program.	

Professional Development Components	Curriculum Guidelines & Criteria **Basic training program must offer…**	Desired Participant Results **Participants will…**	Applications to Technology
Institute Curriculum – High School Level	Assessments		
	• Identification and discussion on the use of curriculum-embedded assessments provided in the instructional programs and other measurement tools recommended or mandated by the district. – Identify and examine use of tools that assess effectiveness of instructional delivery of program content. – Identify and examine use of tools that assess student entry level for the specific district-adopted standards-based instructional program. – Identify and examine use of tools that assess student progress. – Identify and examine effective tools to assess EL student needs. – Identify how to monitor and interpret the data obtained from these tools, utilizing technology as appropriate.	• Understand the use of curriculum-embedded assessments provided in, or based on, the instructional programs and other recommended or mandated measurement tools, including: – Tools that assess effectiveness of instructional delivery. – Tools that assess EL student needs. – Tools that assess student progress.	
	• Training on the interpretation and use of the STAR results for all academic content areas (SAT 9 and California Standards Tests), High School Exit Exam data, and interpreting Academic Performance Index (API), utilizing technology to aggregate /disaggregate data. – Identify the features of the norm-referenced test and its importance or school wide achievement goals (features: comparative information and disaggregated scores by student populations. – Identify the variations in the percentage of test items in the California Standards Tests (Blueprint) by course to determine importance of content standard strands. – Study the percentage of students in each performance level of the CA Standards Test for English language arts, mathematics courses and High School Exit Exam at district and school site; discuss assumptions about variability in the distribution of scores related to school factors (e.g., instructional time, quality of the delivery of instruction, adherence/fidelity to adopted program for adequate coverage of content standards, adequacy of expectations for student work, etc.). ---Review and interpret district/school API for most current year.	• Understand how to interpret and use STAR results, High School Exit Exam data, and the Academic Performance Index (API).	√
	Communications & Technologies		
	• Identification of school structures, communication procedures, and technology that can enhance opportunities for teachers to meet and discuss delivery of instruction, pacing, and curriculum-embedded assessment results (every 4-6 weeks).	• Be able to provide time and effective guidance to faculty members in developing meeting agendas, sharing classroom data, determining action plans based on discussions, and using technology to aide communications.	√
	• Demonstration and discussion of ways to use technology to support school and teacher monitoring and reporting of student progress data for purposes of modifying delivery of instruction, planning additional instruction for groups of students, and keeping track on students who are succeeding and those who need more assistance (within a 6-8 week cycle).	• Be able to identify existing technology services to assist management of instructional and student data (obtained every 6-8 weeks); and how such data could offer the administration insight on classroom teacher needs on a regular basis and provide teachers with data for instructional decision-making.	
	• Training on adopted instructional program's software, videos, tapes, and CDs that support instruction.	• Be able to use and discuss the merits of the adopted instructional programs' software, videos, tapes, and CDs that support instruction (for both teacher and student.	

Extension of Knowledge

Provider must develop a plan to communicate, monitor, and assist in carrying out a set number of hours of activities associated with the Module 1 Institute. This Follow-Up Practicum can technically take two years to complete after the training institute begins. However, it is recommended that the practicum be completed by the end of the initial year of participation. It is recommended that the provider and LEA jointly develop the Follow-Up Practicum plan. It is not required that the provider submit the plan for approval. It is suggested that the follow-up activities link with content provided in the Institute and be designed to be serve the practical needs of principals at different levels of skill and experience.

Some possible practicum activities could include:

- Networking with principals who participate in Institute to discuss status on implementation of board adopted, standards-based instructional programs.
- Mentoring opportunities for principals who participated in the Institute
- Writing summaries and analysis of school wide course data on student progress and achievement or state testing data on student achievement over several years.
- Participating in AB 466 teacher and/or instructional aides professional development Institute for one or more of the instructional programs used by school's faculty members.
- Attending, when appropriate, faculty meetings focused on implementation of adopted, standards-based instructional programs and/or sharing classroom level curriculum-embedded assessments (i.e., on instructional delivery or student progress.)

Module 2: Leadership & Management for Instructional Improvement

AB 75 Content Area 1: School Financial & Human Resources

If principals maximize the financial and human resources of the school site, they will increase their overall student achievement, as measured by SAT 9, the California standards tests, and other assessments, and decrease the time required to effectively implement their instructional strategy. Specifically, the training program for AB 75 content area 1 will build skills and capacity necessary to: 1) instill an overall vision and focus; 2) ensure a school site with qualified and competent teachers and staff; 3) communicate a clear plan with accountability for the use of financial, technological and human resources; 4) provide ongoing coaching and training to enhance teacher learning and professional development; 5) resolve day-to-day challenges; and 6) develop a collaborative and productive environment where teachers, staff, aides, parents, volunteers, and students remain focused on, and committed to, a common vision and strategy for continuous learning and student achievement.

Leadership & Management for Instructional Improvement		
Provider Guidelines & Criteria **(Guidelines and criteria in bold type are required; others are optional).** **Basic training program must (or may) offer…**	**Desired Participant Results** **Participants will…**	**Applications to Technology**
Vision & Culture		
• **In conjunction with the district:** – **Provide an overview of the District's vision, goals, improvement priorities, instructional strategies, investments, and development efforts.** – **Communicate the district's priorities and expectations for each specific school site.** – **Clearly communicate structure for participation and decision-making and clarity of roles and responsibilities (accountability).** – **Discuss techniques to plan and implement necessary action to align school and district.**	• **Understand how to effectively leverage financial and human resources while working toward a common vision.** • **Develop a change implementation plan, throughout the training course, to align school with district.**	√
• In conjunction with district, communicate the California state mission and increasing expectations.	Understand connection of the district's vision and supporting activities to California state mission.	
• **Demonstration, practice, and discussion on establishing a clear mission for the school site, with current student achievement data as the basis, that is clear, compelling, measurable, and relevant to school site needs, establishes clear goals, and identifies and communicates measures that will be used to assess and analyze progress.**	• **Be able to utilize mission to drive and communicate measurable improvement in student achievement.** • **Be able to identify stakeholders, within school and community; be able to identify and communicate their respective role in supporting the school's mission & student achievement goals.** • **Understand importance of sharing goals and measures, progress and results with teachers, staff, students, parents, and community**.	

Leadership & Management for Instructional Improvement		
Provider Guidelines & Criteria **(Guidelines and criteria in bold type are required; others are optional).** **Basic training program must (or may) offer…**	**Desired Participant Results** **Participants will…**	**Applications to Technology**
• **Demonstration, practice, and discussion on developing a site-specific action plan that identifies key activities, costs, responsibilities, due dates and measures, and provides focus on, and accountability for, priorities across human resources, financial, and technology areas.** • **Discussion on key elements of managing action plans and change efforts.** • **Demonstration, practice, and discussion on:** – **Evaluating existing school goals, programs, and activities and corresponding resources.** – **Establishing, and reinforcing, school priorities**	• **Develop a usable action plan for school site.** • **Learn how to communicate progress, results, and challenges in order to promote continuous improvement and sustain involvement.** • **Learn how to establish, and reinforce, priorities.** • **Learn how to identify and evaluate existing goals, programs, and activities and eliminate use of resources that do not further the (newly) articulated mission.**	√
• Demonstration, practice, and discussion on building a school culture that promotes and values high expectations, accountability, learning, collaboration, ownership, involvement, respect, diversity, positive relations, and ethical professional practices.	• Learn how to begin building a school culture that promotes and values high expectations, accountability, learning, collaboration, ownership, involvement, respect, diversity, positive relations, and ethical professional practices.	
• Demonstration, practice, and discussion on district, regional, and state management and instructional resources. • Discussion of where and how to find additional sources of funding to support ongoing reform.	• Learn how to effectively utilize relevant district, regional, and state management and instruction resources. • Identify where and how to find additional sources of funding to support ongoing reform.	√
Fiscal Management		
• **Demonstration, practice, and discussion on:** – **Establishing an overall operating budget with fiscal targets that are linked to the school mission, goals, and strategic action plan and to the allocation of resources.** – **The relationship between, and necessary linkage of, budget with strategic goals/priorities and allocation of resources, including strategies to reconcile contradictions.** – **Establishing fiscal targets, including operational and program targets, clear periodic and annual reporting processes, and methods for communicating progress against targets to all relevant audiences.** – **Identifying lead financial indicators for monitoring the achievement of fiscal goals, including simultaneously monitoring implementation of goals and strategic action plan and the allocation of resources.**	• **Be able to establish operating budget with fiscal targets linked to the school mission, goals, and strategic action plan and to the allocation of resources.** • **Understand the relationship between, and necessary linkage of, budget with strategic goals priorities and allocation of resources.** • **Be able to establish fiscal targets, include operational and program targets, clear periodic and annual reporting processes, and methods for communicating progress against targets to all relevant audiences.** • **Be able to identify lead financial indicators and clear measures for monitoring the achievement of fiscal goals; be able to simultaneously monitor implementation of goals and strategic action plan and the allocation of resources.** • **Attain familiarity with how to use spreadsheets and accounting software programs to plan, and monitor school site budget.** • **Attain familiarity with how to use business management software**	√
• **Examples, practice, and discussion on the establishment and monitoring of key**	• **Be able to establish and monitor key measures.**	

Leadership & Management for Instructional Improvement		
Provider Guidelines & Criteria **(Guidelines and criteria in bold type are required; others are optional).** **Basic training program must (or may) offer…**	**Desired Participant Results** **Participants will…**	**Applications to Technology**
measures.	• **Be able to effectively communicate progress, results, and key information through visual charting and presentation software.**	√
• **Demonstration, practice, and discussion on tracking, monitoring, and evaluating the lead indicators within and across major categories, including operations, professional development, and instructional programs.** • **Direction and practice with establishing actual or case study school budget with corresponding methods and procedures for program-based accountability, taking into account district budgeting practices and level and size of participants' schools.**	• **Be able to track, monitor, and evaluate lead indicators within and across major categories, including operations, professional development, and individual instructional programs.** • **Understand expectations, fiscal requirements, and responsibilities, as specifically related to the instructional program; be able to communicate expectations, requirements, and responsibilities to teachers and staff.**	√
• Discussion on leveraging existing financial, technological, and human resources to support the school site mission and student achievement goals. • Discussion on leveraging community resources, forming partnerships, and collaborating with related groups or organizations to support and promote student achievement.	• Understand how to leverage existing financial, technological, and human resources to support the school site mission and student achievement goals. • Understand how to leverage community resources, form partnerships, and collaborate with related groups or organizations to support and promote student achievement.	√
• Demonstration and practice on effectively communicating budgets, key measures, progress, and results through visual charting and presentation software.	• Be able to communicate school budget with corresponding methods and procedures for program-based accountability. • Be able to use spreadsheets for planning, projecting, and analyzing budgets. • Be able to effectively communicate budgets through visual charting and presentation software. • Understands importance of sharing relevant financial goals and measures, progress and results with teachers, staff, students, parents, and community.	√
People & Performance		
• **Discussion of key human resource related measures (related to teachers and staff) that will impact student achievement, including development of competencies, productivity, commitment, and retention rate.**	• **Understanding of strategic human resource related functions and measures.**	√
• **In conjunction with the district, discussion of district and school policies and practices related to: human resources, compensation, participation and decision making, professional development, student and community relations, diversity, and conflict resolution.**	• **Learn effective strategies to address prevailing district needs, within categories such as hiring, training, supporting, retaining, and motivating quality teachers.**	√
• **Demonstration, practice, and discussion of effective professional development support for teachers and staff, including hands-on practice developing a district-specific, focused professional development programs (based on a needs assessments,**	• **Be able to complete a training needs assessment appropriate to district, utilizing performance evaluation feedback, instructional priorities, and other relevant information.**	√

Leadership & Management for Instructional Improvement		
Provider Guidelines & Criteria **(Guidelines and criteria in bold type are required; others are optional).** **Basic training program must (or may) offer…**	**Desired Participant Results** **Participants will…**	**Applications to Technology**
performance evaluation feedback, instructional priorities, and other relevant information).	• **Be able to create and apply an effective, district-specific, and focused professional development program.** • **Be able to continue the skill development of teachers and staff beyond designated training sessions.**	
• Demonstration, practice, and discussion of effective strategies for teacher selection and retention.	• Be able to apply effective strategies for teacher selection and retention.	√
• Demonstration, practice, and discussion of effective strategies for evaluating, motivating, and establishing goals for teachers and staff. • Demonstration, practice, and discussion of effective strategies for improving performance of teachers and staff within district's environment.	• Be able to apply effective strategies for evaluating, motivating, and establishing goals for teachers and staff. • Be able to apply effective strategies for improving performance of teachers and staff, relevant to the specific district environment.	
• Demonstration, practice, and discussion of effective strategies for improving productivity and management of teacher and staff relationships.	• Be able to apply effective strategies for improving productivity and management of teacher and staff relationships.	
• **Demonstration, practice, and discussion on use of database programs as they relate to tracking, monitoring, and storing teacher, staff, and student information, including:** – **Student information (e.g. classes, teachers, attendance, test scores)** – **Human resource management (e.g. professional development plans, attendance)** – **General personnel information for teachers and staff (e.g. hiring, performance evaluations, attendance.)**	• **Learn how to use collect, track, store, and utilize databases for student information, human resource management, and personnel information.**	√
Knowledge & Data Management		
• **Discussion on use of assessment data for continuous improvement goals and to guide decisions on instructional strategies in order to ensure the continuous improvement of students.** • **Direction and practice with formulating and articulating data-driven strategies to reach instructional goals.**	• **Be able to provide clear guidance to teachers regarding data compilation and analysis; be able to lead collaborative process and formulate overall improvement and grade level improvement plans, based on data compilation.** • **Be able to formulate and articulate data-driven strategies to reach instructional goals.**	√
• **Discussion on use of data to make decisions on school site instructional program, teaching strategies, allocation and use of resources, financial investments, technologies, and other school programs and activities.**	• **Learn to use data to make decisions on school site instructional program, teaching strategies, allocation and use of resources, financial investments, technologies, and other school programs and activities.**	√
• Demonstration, practice, and discussion on techniques for developing and managing (collective) knowledge and data. • Discussion of how to leverage existing knowledge within school site.	• Understand knowledge that exists within individual teachers and classrooms that should be shared across the school site (and vice versa). • Be able to apply techniques to develop and manage (collective) knowledge and data. • Understand how to manage, use, and interpret data effectively.	√

Leadership & Management for Instructional Improvement		
Provider Guidelines & Criteria **(Guidelines and criteria in bold type are required; others are optional).** **Basic training program must (or may) offer…**	**Desired Participant Results** **Participants will…**	**Applications to Technology**
	• Be able to utilize and act on data.	
• Demonstration, practice, and discussion on techniques to efficiently coordinate efforts, share information across school sites, and foster attitudes open to sharing information. • Demonstration, practice, and discussion on using online tools and resources to develop an electronic network with other school leaders; using web-based technologies to communicate policies and regulations; using web, voice, and video reports connecting home and school; and using email, lists, and threaded discussions to assist in the day-to-day flow of their jobs.	• Be able to apply effective techniques to efficiently coordinate efforts, share information across school sites, and foster attitudes open to sharing information. • Learn to use online tools and resources to develop an electronic network with other school leaders. • Learn to use web-based technologies to communicate policies and regulations. • Learn to use web, voice, and video reports connecting home and school.	√

Extension of Knowledge

Provider must develop a plan to communicate, monitor, and assist in carrying out a set number of hours of activities associated with the Module 2 Institute. This Follow-Up Practicum can technically take two years to complete after the training institute begins. However, it is recommended that the practicum be completed by the end of the initial year of participation. The provider and LEA will need to confirm a plan. For purposes of submitting a provider plan for approval, it is suggested activities link with content provided in the Institute and be designed to serve the needs of principals at different levels of skill and experience.

Some possible practicum activities could include:

- Follow-up with principals who participate in Institute to assess and expand progress of district against school mission, goals, district budget (including linkage with school mission) and action plan.
- Mentoring and coaching opportunities for principals who participated in the Institute.
- Additional instruction and training in areas, as outlined below:
  - Coaching and mentoring on motivating pupil learning in order to understand and be able to apply interventions needed to help teachers motivate students and to build commitment to learning improvements.
  - Coaching and mentoring in increasing involvement of, and communication with, parents within communities in order to build commitment and support for academic improvement.
  - Coaching and mentoring for addressing specific issues and challenges of human resource management (hiring, firing, retention, involvement, productivity, competency development).
  - Coaching and mentoring on building collaboration and consensus across teachers, parents and communities.
  - Coaching and mentoring on building awareness of diverse cultures, in order to increase comfort with working within diverse cultures, resulting in students being treated and served equitably.
  - Coaching and mentoring on conflict resolution processes and techniques between and within schools and communities.
  - Coaching and mentoring on improving the safety and atmosphere at the schools, improving the learning environment, reducing conflicts on campus, and freeing up administrator's time to be spent on teaching and learning.

Module 3: Instructional Technology to Improve Pupil Performance

AB 75 Content Area 5

If principals maximize their use of instructional technology, they will increase their overall student achievement, as measured by SAT 9, the California Standards Tests, and other assessments, and decrease the time required to effectively implement their instructional strategy. Principals need to have a strong working knowledge of the use of technology and its relationship to school management, accountability, and the delivery and assessment of instruction to students and staff. In addition, the principal needs to understand how to connect to and navigate through the school to the vast amount of available instructional resources for classroom and school use.

Instructional Technology		
Provider Guidelines & Criteria **(Guidelines and criteria in bold type are required; others are optional).** **Basic training program must (or may) offer…**	**Desired Participant Results** **Participants will…**	**Applications to AB 75 Content Areas**
General Applications		
• Training on systems and databases that are compliant with generally accepted industry standard technologies and currently in use by the district.	• Understand the relationship between technology and instructional leadership and management. • Learn how to use technology to effectively support instructional leadership and management and improve student performance.	AB 75 Content Area 1
• **An overview of district's main technology systems, including multiple databases used by district as decision support systems and for data-driven decision-making.**	• **Become familiar, at the appropriate level, with district's main technology systems, including multiple databases used by district as decision support systems and for data-driven decision-making.**	
• **In conjunction with the district, identify overall data reporting needs and requirements, including federal, state, district, and school.** • **Identify the technology systems and databases that will be used to support management and instructional needs.**	• **Be able to identify overall data reporting needs and requirements, including federal, state, district, and school.** • **Be able to identify the technology systems and databases that will be used to support management and instructional needs.**	
• **Information on technology resources and support available to the district and school, including:** – **Core academic standards on line (by grade level and content area).** – **Electronic STAR and API reports.** – **Statewide Education Technology Services (SETS).** – **California Learning Resource Network (CLRN) approved supplemental electronic learning resources aligned with state academic content standards.** – **California Statewide Master Agreements for Resources in Technology (C-SMART)** – **Technical Support for Technology in Schools (TechSETS).** – **Technology Information Center for Administrative Leadership (TICAL), (located at portical.org) which offers hundreds of resources to assist administrators in leadership and technology.**	• **Learn how to access and utilize technology resources.** • **Utilize Statewide Education Technology Services (SETS).** • **Learn to access the online education codes and to correlate them to existing district policies and regulations.** • **Be exposed to online purchase order systems and data warehouses.**	

Instructional Technology		
Provider Guidelines & Criteria **(Guidelines and criteria in bold type are required; others are optional).** **Basic training program must (or may) offer…**	**Desired Participant Results** **Participants will…**	**Applications to AB 75 Content Areas**
– **Accessing online education codes and correlating them to existing district policies and regulations.** – **Be exposed to online purchase order systems and data warehouses.**		
• Information and requirements for state education technology funding through exposure to the Educational Technology Planning Guide for Districts and its five essential components.	• Learn what type of plan is required for state education technology funding through exposure to the Educational Technology Planning Guide for Districts and its five essential components.	AB 75 Content Area 1
Classroom Instructional Resources		
• **Demonstration of adopted instructional program software and supporting media, used to support learning.**	• **Be able to use and discuss merits of the instructional program software and media for learning.**	**AB 75 Content Areas 2, 3, and 4**
• Discussion of instruction embedded assessment methods that are enhanced through the use of technology.	• Familiarity with the range of instruction embedded assessment methods that are enhanced through the use of technology.	AB 75 Content Area 5.
• Discussion of how to organize and analyze data for the purpose of improving instruction.	• Attain an understanding of how to organize and analyze data for the purpose of improving instruction.	
• Discussion of how to individualize instruction and provide extended day opportunities for classrooms and homes.	• Able to individualize instruction and provide extended day opportunities for classrooms and homes.	
Financial Management Technology		
• **Demonstration, practice, and discussion on using technology to track, monitor, and evaluate the lead indicators within and across major categories, including operations, professional development, and instructional programs.**	• **Learn how to track, monitor and analyze lead indicators within and across major categories, including operations, professional development, and individual instructional programs.**	**AB 75 Content Area 1**
• Model and provide practice on effectively communicating budgets, key measures, progress, and results through visual charting and presentation software.	• Understand linkage between budget and school goals, including instructional program implementation. • Be able to effectively communicate budgets through visual charting and presentation software. • Understands importance of sharing relevant financial goals, measures, progress, and results with teachers, staff, students, parents, and community.	
• Demonstration, practice, and discussion on business management software (if currently used by district).	• Attain familiarity with how to use business management software (if currently used by district).	

Instructional Technology		
Provider Guidelines & Criteria **(Guidelines and criteria in bold type are required; others are optional).** **Basic training program must (or may) offer…**	**Desired Participant Results** **Participants will…**	**Applications to AB 75 Content Areas**
• Demonstration, practice, and discussion on use of spreadsheets and accounting software programs to plan, project, analyze, and monitor school site budget.	• Attain familiarity with how to use spreadsheets and accounting software programs to plan, project, analyze, and monitor school site budget.	
People Management Technology		
• **Demonstration, practice, and discussion on use of database programs as they relate to tracking, monitoring, and storing teacher, staff, and student information, including:** – **Student information (e.g. classes, teachers, attendance, test scores)** – **Human resource management (e.g. professional development plans, attendance)** – **General personnel information for teachers and staff (e.g. hiring, performance evaluations, attendance.)**	• **Learn how to use collect, track, store, and utilize databases for student information, human resource management, and personnel information.**	
• Demonstrate how to make student performance data readily assessable to staff and parents.	• Able to use technology to facilitate the availability of student performance data to staff and parents.	
• Provide and share ideas within the educational community on how to improve principalship practices.	• Demonstrate how to share ideas within the educational community through use of technology. • Begin to develop a support network.	
• Demonstrate means to identify courses and program opportunities that are available electronically for ongoing professional development. • Discuss process and requirements for coordinating training programs directly with college and university advance degree programs.	• Demonstrate means to identify courses and program opportunities that are available electronically for ongoing professional development. • Develop means to create and maintain professional portfolio • Familiarity with process and requirements for coordinating training program directly with college and university advance degree programs.	
Academic Data Management & Assessment Technology		
• **Demonstration, practice, and discussion on collecting, storing, accessing, and analyzing data on students, as related to peers, class/teacher, school, and district**.	• **Be able to collect, store, access and analyze data on students, as related to peers, class/teacher, school, and district.**	**AB 75 Content Area 1**
• Provide assistance navigating through multiple sources of data available and identifying methods to assess student data against peer groups. • Demonstration, practice, and discussion on entering, storing, and accessing data that will be used by the school and district into the appropriate databases.	• Learn how to enter, store, and access the student achievement data that supports specific school mission and identified measures.	
• Provide information on laws and policies regarding technology, copyright, and Internet	• Become familiar with laws and policies regarding technology, copyright, and Internet	AB 75

Instructional Technology		
Provider Guidelines & Criteria **(Guidelines and criteria in bold type are required; others are optional).** **Basic training program must (or may) offer…**	**Desired Participant Results** **Participants will…**	**Applications to AB 75 Content Areas**
use at school sites.	use at school sites.	Content Area 1
• Demonstration, practice, and discussion on techniques to efficiently coordinate efforts, share information across school sites, and foster attitudes open to sharing information. • Demonstration, practice, and discussion on using online tools and resources to develop an electronic network with other school leaders; using web-based technologies to communicate policies and regulations; using web, voice, and video reports connecting home and school; and using email, lists, and threaded discussions to assist in the day-to-day flow of their jobs.	• Be able to apply techniques to efficiently coordinate efforts, share information across school sites, and foster attitudes open to sharing information. • Learn to use online tools and resources to develop an electronic network with other school leaders. • Learn to use web-based technologies to communicate policies and regulations. • Learn to use web, voice, and video reports connecting home and school. • Understanding of how to submit data in digital form.	AB 75 Content Area 1
• Discussion on how to interpret data for the purpose of identifying student focused interventions	• Understanding of how to interpret data for the purpose of identifying student focused interventions	
• Discussion on purposes of assessment and the use of data to make educational decisions.	• Understanding of the purposes of assessment and the use of data to make educational decisions. • How to use data to determine if subject matter standards have been met.	
Delivery of Instruction & Professional Development via Technology		
• Demonstrate the use of technology to deliver, monitor, and evaluate professional development program offerings.	• Use technology to evaluate professional development program offerings. • Participate in an on-line course evaluation process.	

Extension of Knowledge

Provider must develop a plan to communicate, monitor, and assist in carrying out a set number of hours of activities associated with the Module 3 Institute. This Follow-Up Practicum can technically take two years to complete after the training institute begins. However, it is recommended that the practicum be completed by the end of the initial year of participation. The provider and LEA will need to confirm a plan. For purposes of submitting a provider plan for approval, it is suggested activities link with content provided in the Institute and be designed to serve the needs of principals at different levels of skill and experience.

Some possible practicum activities could include:

- Follow-up with principals who participated in Institute to assess and expand effectiveness of use of technology for data-driven decision making.
- Follow-up with principals who participated in Institute to assess and expand district's use of, and coordination across, multiple databases to collect, store, track, and analyze various types of information, including student, personnel, fiscal, and other information.
- Follow-up with principals who participate in Institute to assess and expand use of technology resources and support.
- Mentoring and coaching opportunities for principals who participated in the Institute.
- Writing summaries and analysis of related initiatives and progress.

Attachments

Attachment A

AB 75 Principal Training Program
Evaluation and Reporting Responsibilities
for Training Providers and Local Educational Agencies*

Evaluation and Reporting Items	Responsibility	
	LEA	Provider
Evaluation Measures		
Incorporation of integrated, rigorous, annual activities that:		
▪ Evaluate the effectiveness of the individual trainers and support providers.	✓	
▪ Evaluate the extent to which principals make progress toward mastering the core competencies in each of the AB 75 content areas.	✓	
▪ Redesign the program provided to LEAs to reflect changes suggested by evaluation results, in consultation with the LEA as appropriate.		✓
Reporting Requirements		
On-line reporting to the California Department of Education of the following data:		
▪ Number of hours of training for each of three modules that each individual participating administrator received pursuant to the Principal Training Program separately identified for the Institute and the Follow-up Practicum portion of those modules. These data shall be entered within 10 days of completion of the Institute and the Follow-up Practicum portions for each of the three training modules.		✓
▪ Confirmation of training hours.	✓	
▪ Ensure that each participating administrator completes the on-line survey concerning quality of the training and program effectiveness. These data shall be entered at the end of training but no later than 5 days from completion of the Institute and the Follow-up Practicum portions for each of the three training modules.	✓	
▪ Names, role (principal or vice-principal), and school site for each participating administrator. These data will be entered in the first year that training commences prior to commencement of training, and in accordance with the grant payment benchmarks.	✓	
▪ Identification of each school (with participating administrators) as low performing (a school in the bottom half of all schools based on the 2001 Academic Performance Index rankings) and/or, as applicable, as a hard-to-staff school (a school in 2001-02 fiscal year in which teachers holding emergency permits or credential waivers make up 20 percent or more of the teaching staff).	✓	
▪ Leadership and technology pre-assessment by each participating administrator and teaching staff of the participating administrator's school, prior to commencement of training.	✓	
▪ Leadership and technology post-assessment by each participating administrator and teaching staff of the participating administrator's school, upon completion of all training.	✓	
▪ Key information regarding the training modules to be offered and the provider's organization, upon State Board Approval as a Training Provider and prior to commencement of training or any contracts with LEAs.		✓
Documentation and Record Retention		
Documents retained for three fiscal years after the year of completion of the training of all participating administrators:		
▪ Preliminary assessment of administrators, including specific or advanced needs, experience levels (related to career and adoption of standards-based instruction) and district context.		✓
▪ Delivery methods for each completed training, including additional partners, such as IHEs, public agencies, or private organizations.		✓
▪ Team of trainers used for each completed training, including name, role, and resume.		✓
▪ Districts and schools served.		✓

Evaluation and Reporting Items	Responsibility	
	LEA	Provider
▪ Changes made to training based on participant evaluations and other feedback.		✓
▪ Technology used in training, including the specific use and time frames.		✓
▪ Specific course materials, including manual, timed agenda, overheads, and citations for all materials used in the training.		✓
▪ The number and percent of participating administrators opted out by the LEA of the regular training program and participating in an advanced training program.	✓	
▪ The number and percent of participating administrators opted out by the LEA of the regular training program and participating in an **alternative course of professional development**.	✓	
▪ For those elementary and middle school administrators participating in an **alternative course of professional development** for Module 1, evidence of the administrator's participation in explicit training on instructional materials adopted by the State Board of Education in 2001 or later.	✓	
▪ For high school administrators participating in an **alternative course of professional development** for Module 1, evidence of the administrator's participation in explicit training on locally adopted, state standards aligned instructional materials.	✓	
▪ For administrators participating in an **alternative course of professional development** for Modules 2 or 3, evidence of the administrator's previous participation in training comparable in content and rigor to the standard training that the provider is offering.	✓	
▪ Evidence for each administrator participating in an **alternative course of professional development**, that the alternative course meets the AB 75 time requirements and covers content only in the AB 75 content areas.	✓	
▪ For each administrator participating in an **alternative course of professional development**, evidence of the assessment used to determine that the principal had already mastered a preponderance of the "desired participant outcomes" of Modules 1, 2, or 3, as applicable, for which the alternative course is designed.	✓	

***To the extent that the Local Educational Agency (LEA) participating in the program is the approved Training Provider for any or all of the modules, the responsibilities associated with those modules will be required of the LEA.**

Attachment B

2002 Reading/Language Arts Adoption

[The State Board of Education adopted the Curriculum Commission's recommendations on January 9, 2002.]

These Programs Are Adopted		
Publisher	**Program Name**	**Grade Levels**
Glencoe/McGraw-Hill	The Reader's Choice	6-8
Glencoe/McGraw-Hill (Sopris West)	Language! A Literacy Intervention Curriculum	4-8
Hampton Brown	High Point (2 or more grade levels below grade)	4-8
Hampton Brown	High Point (Reading Intervention for English Learners)	4-8
Holt, Rinehart and Winston	Literature and Language Arts	6-8
Houghton Mifflin Company	Houghton Mifflin Reading: A Legacy of Literacy	K-6
McDougal Littell	Reading & Language Arts Program	6-8
Prentice Hall	Prentice Hall Literature: Timeless Voices, Timeless Themes	6-8
Scholastic	READ 180	4-8
SRA/McGraw-Hill	SRA/Open Court Reading	K-6
SRA/McGraw-Hill	SRA/Reach Program	4-8
Wright Group/McGraw-Hill	Fast Track Reading Program	4-8

Attachment C

2001 Mathematics Adoption

[The State Board of Education adopted the Curriculum Commission's recommendations on January 10, 2001.]

These Programs Are Adopted		
Publisher	**Program Name**	**Grade Levels**
CSL Associates, Inc.	Success with Mathcoach	K-5
Harcourt School Publishers	Harcourt Math @ 2002 [w/Spanish as Alternate Format K-6]	K-6
Houghton Mifflin Company	Mathematics by Houghton Mifflin	K-5
McDougal Littell Inc.	Concepts and Skills	6-8
McDougal Littell Inc.	Structure and Method	6-8
McGraw-Hill School Division	McGraw-Hill Mathematics [w/Spanish as Alternate Format K-6]	K-6
Prentice Hall, Inc.	Prentice Hall Pre-Algebra, CA Ed.	7
Prentice Hall, Inc.	Prentice Hall Algebra 1, CA Ed.	8
William H. Sadlier, Inc.	Progress in Mathematics CA Ed.	K-6
Saxon Publishers, Inc.	Saxon Math K-3, An Incremental Development [w/Spanish as Alternate Format K-3]	K-3
Saxon Publishers, Inc.	Math 54, 65, 76, and 87	3-6
Scott Foresman	Scott Foresman CA Mathematics	K-6

(Note: Do not use this form to apply. It is provided as a sample only of the LEA online application for program funding which will be available April 19, 2002 on the CDE Web site located at www.cde.ca.gov/pd/prin/rfa.html.)

Attachment D
AB 75 LEA Online Program Proposal
For State Board of Education Approval

Sample

1. General Requirements & Information

LEA _____ **County/District Code** __ __ __ __ __ __ __

Charter School (Direct Funded)_____ **County/District/School Code** __ __ - __ __ __ __ __ __ __

Address _____ **City**_____**ZIP Code**_____

Program Contact _____ **Title**_____

Phone Number_____ **E-Mail**_____ **FAX**_____

2. Assurances and Documentation

A. Program Description

☐ 1. Assure that the training program (Institute and Follow-Up Practicum) meet specifications identified in the Education Code, paragraphs, 1-6 of subdivision (a) of section 44511.

B. Target Schools and Audiences

☐ 1. Assure that principals from "low-performing schools" and "hard-to-staff" schools are given priority to receive training.

☐ 2. Assure that the LEA will designate which principals will participate.

☐ 3. Assure that all participants are required to complete the minimum time requirements of the Institute training (80 hours) and the Follow-Up Practicum (80 hours) within a two-year period.

C. Expenditure Plan

☐ 1. Indicate the number of principals and vice principals to be trained each year under a three-year expenditure plan. (LEAs shall receive $3,000 per school site administrator for training up to one-third of their principals and vice principals in FY 2001-02, one-third in FY 2002-03, and one-third in FY 2003-04. Funding for FY 2002-03 and FY 2003-04 is contingent upon approval of the state budget.

☐ 2. Assure sources of matching funds for principals and vice principals trained. (Districts are required to provide $1,000 in matching funds per school site administrator trained. The Bill and Melinda Gates Foundation will provide $1000 in matching funds for each principal trained and up to $500 for each vice principal trained based on overall participation in the program.

☐ 3. Assure that the LEA will maintain auditable fiscal records.

AB 75 Three-Year Expenditure Plan (LEAs will enter information online and funding amounts will automatically calculate)

Administrator Name and Type	**Number Trained**	**Proposed Three-Year Expenditure Plan** $3,000 per participant	**Year 1 FY 01-02**	**Year 2 FY 02-03**	**Year 3 FY 03-04**	**Gates Matching Funds** $1,000 per Principal	**Year 1 FY 01-02**	**Year 2 FY 02-03**	**Year 3 FY 03-04**
Principals		Number principal x $3,000 =	$	$	$	Number principals x $1,000 =	$	$	$
Vice Principals		Number vice principal x $3,000 =	$	$	$	Up to $500 x number vice principals =	$	$	$
Total Trained		**Total AB 75 Funding**	$	$	$	**Total Gates Funding.**	$	$	$

D. Evaluation and Reporting

☐ 1. Assure that the LEA will provide data for the CDE and SBE interim and final reports, and maintain records as listed in Attachment A.

☐ 2. Assure that formal agreements between LEA and provider(s), if applicable, include a plan to meet CDE and SBE reporting requirements.

E. Training Agreements and Partnerships

☐ 1. Assure that the LEA uses only SBE approved training providers for the initial Institute and Follow-Up Practicum.

☐ 2. Indicate plans to continue ongoing school site administrator professional development.

Check all that apply: ☐workshops and conferences ☐ coaching and mentoring ☐ discussion boards

☐ on-line training ☐ e-mail communication ☐ other (explain)

(Note: No actual signature will be entered or submitted on a hard copy form. The LEA will certify online through an assigned LEA user name and password provided in the LEA application information which will be mailed to districts.)

Sample

Certification

I hereby certify that our LEA (School district, county office, charter school) will comply with all provisions of AB 75 and assurances agreed to in the AB 75 LEA Program Proposal Form.

_____

Name of Local Education Agency

_____

Printed name of superintendent

_____ _____

Signature of Superintendent Date

AB 75 Principal Training Program
California Department of Education
Professional Development Division
830 S Street
Sacramento, CA 95814

Attachment E

AB 75 Provider Application Form for State Board of Education Approval

1. General Requirements & Information

Provider Organization _____ (NAME)	California LEAD Representative _____ (NAME, TITLE)
Please indicate type of organization:	Address _____
❑ LEA or Public Agency	City _____ Zip Code _____
❑ Non Profit Organization	Phone Number _____
❑ Private or For Profit Organization	Fax: _____ E-Mail: _____
❑ Other (please describe)	Website: _____

Service Modules: Indicate which training service modules and content areas that your organization will provide, for both the initial institute and the Follow-up Practicum. If the follow-up needs and supporting activities are not clearly identified at this time, please indicate these as preliminary for purposes of this approval process.

❑ MODULE 1 - Leadership and Support of Student Instructional Programs (for Content Areas 2, 3, 4):
Area 2 *Core academic standards*
Area 3 *Curriculum frameworks and instructional materials aligned to the academic standards*
Area 4 *The use of pupil assessment instruments, specific ways of mastering the use of assessment data from the Standardized Testing and Reporting Program, and school management technology to improve pupil performance*

❑ MODULE 2 - Leadership and Management for Instructional Improvement
Area 1 *Exemplary school financial and personnel management practices*

❑ MODULE 3 - Instructional Technology to Improve Pupil Performance
Area 5 *The provision of instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance*

A. Program Description

❑ 1. Is committed to AB 75 Content Area Goals and requirements.

❑ 2. Will collaborate with LEAs and/or other partners, as necessary, to deliver professional development.

❑ 3. Will ensure that Module 1 is congruent and consistent with AB 466 professional development efforts.

B. Training Curriculum

❑ 1. Have attached the instructor's training manual for the basic curriculum that includes a timed agenda and all materials to be used.

❑ 2. Have developed a training curriculum that meets a preponderance of the established guidelines and requirements.

AB 75 Provider Application Form, Page 2

C. Provider Qualifications and Expertise

- ❑ 1. Have attached the evidence of training experience, including: list of previous clients, type of training programs offered, and brief, narrative describing knowledge and expertise in relevant content areas.
- ❑ 2. Can give assurance of capacity to provide 3 years of training services.
- ❑ 3. Have attached a description of the lead training provider(s) and all subcontractor provider partners and included resumes for these persons.
- ❑ 4. Have attached description of instructor certification process, including: 1) qualifications required of instructors; 2) description, and number of days, of training provided to instructors; and 3) your ongoing quality control process to maintain effectiveness of instructors.
- ❑ 5. Have described anticipated trainers and/or mentors to provide Follow-up Practicum and ongoing support for AB 75 content area(s).

D. Training Method and Delivery

- ❑ 1. Will collaborate with LEAs to plan implementation of training.
- ❑ 2. Will guarantee quality training setting and delivery, including: total class size typically will not exceed 55 participants, with 1 instructor for up to 24 participants and 2 instructors for 25-35 participants.
- ❑ 3. Have estimated below the total number of authorized trainers available to deliver Institute training: _____ 2001-02 _____ 2002-03 _____2003-04
- ❑ 4. Have attached description of any distance learning technology used for the delivery of the Institute or Follow-up Practicum (only necessary if proposed by provider under special circumstances).
- ❑ 5. Will ensure that any technology on which participants will be trained, is practical, is available at the participant schools, is likely to be utilized by participants, and is related to the AB 75 Content Area goals.

**** Please note: Technology should be integrated in all modules and in the delivery of training when appropriate.***

E. Evaluation and Reporting

- ❑ 1. Will collect and organize participant information, attendance, and accomplishments.
- ❑ 2. Will survey participants on quality of instructors and content at end of training institute.
- ❑ 3. Will support LEA's and CDE's mandatory information needs as listed in Attachment A.
- ❑ 3. Will administer state-designated technology, pre- and post-assessment, to satisfy Bill and Melinda Gates Foundation Grant requirements.

F. Please Note: Provider maintains proprietary or copyright over its training curriculum as submitted for this state program.

RETURN COMPLETED PROVIDER PLAN TO:

Professional Development Office
830 S Street
Sacramento, CA 95814
ATTN: AB 75 Principal Trng Prgm

AB 75 Principal Training Program
Letter of Intent to Submit Application
to become a
State Board of Education Approved Training Provider

All interested local educational agencies, county offices of education, charter schools, institutions of higher education and other educational organizations intending to apply to become a State Board of Education approved training provider are encouraged to submit a letter of intent by **Friday, April 5, 2002** for the first application period or by **Friday, May 3, 2002** for the second application period. The letter of intent to submit application does not obligate the individual, agency, or Department of Education.
Enter information on the form below and FAX, mail or e-mail the letter to:

AB 75 Principal Training Program
Professional Development and Curriculum Support Division
California Department of Education
830 S Street, Sacramento, CA 95814
E-mail: pstevens@cde.ca.gov

Applicant:	Program Contact:
CDS Code (LEA):	Title:
Address:	Telephone:
City:	FAX:
Zip:	E-mail:

Indicate which training service modules and content areas your organization will provide for both the initial institute and the Follow-Up Practicum.

☐Module 1 – Leadership and Support of Student Instructional Programs

AB 75 Content Areas

Area 2 Core academic standards.

Area 3 Curriculum frameworks and instructional materials aligned to the academic standards.

Area 4 The use of pupil assessment instruments, specific ways of mastering the use of assessment. data from the Standardized Testing and Reporting Program, and school management technology to improve pupil performance.

Area 6 Extension of the knowledge, skills, and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.

☐Module 2 – Leadership and Management for Instructional Improvement

AB 75 Content Areas

Area 1 School financial and personnel management practices.

Area 6 Extension of the knowledge, skills, and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.

☐Module 3 – Instructional Technology to Improve Pupil Performance

AB 75 Content Areas

Area 5 The provision of instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance.

Area 6 Extension of the knowledge, skills, and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to serve all pupils in the school to which they are assigned.